KLAMATH
Community College

2021-22

Non-Instructional Department Review

Tutoring Center

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CONTENTS

1. SUPPORT OF THE COLLEGE MISSION

1A. SUMMARIZE DEPARTMENT IN TERMS OF KEY FUNCTIONS AND RESPONSIBILITIES.

The Tutoring Center is an integral part of Klamath Community College (KCC) and facilitates the Colleges' mission by direct and indirect support:

Key Functions and Responsibilities:

- Provide no cost supplemental instruction to KCC students in all courses offered at Klamath Community College;
- Collaborate with instructors, the library and student services in order to provide quality instruction, study materials and aids;
- Maintain and increase tutoring skills through continuing education and training related to tutoring services.

1B. DESCRIBE HOW THE DEPARTMENT SUPPORTS THE OVERALL MISSION OF THE COLLEGE AS ADOPTED BY THE BOARD OF EDUCATION.

The Tutoring Center supports the overall mission of the college by providing no cost supplemental instruction to KCC students in all courses offered at Klamath Community College. This includes:

- On-site, face to face tutoring – both drop-in and scheduled appointments;
- Tutoring for distance education students via Zoom;
- After hour tutoring via TutorMe.com;
- Individual and group tutoring;
- Provide student study techniques;
- Provide student instruction on software and hardware used in courses;
- Provide students with necessary equipment and materials to complete assignments, i.e., cameras for speeches, computers, printers, paper, pencils, pens, staplers, scissors.

1C. DESCRIBE THE POPULATION SERVED BY THE DEPARTMENT

The Tutoring Center primarily serves Klamath County, Oregon. According to City-Data (2021), the population per square mile is 11.2 and the land area, in square miles, encompasses 5,941.05 (square miles). Klamath County residents are a diverse socio-economic population. The population reported on the 2020 US Census was 69,413. (United states Census Bureau, 2021). The population breakdown, according to Census.gov (2021) is as follows:

White	77.9% (not Hispanic or Latino)
Hispanic	13.8%
American Indian	5.0%
Two or more races	4.3%
Native Hawaiian/Pacific Islander	0.2%
Asian	1.1%

According to US Census Data (2021), education within the Klamath showed that those who were high school graduates or higher, the percent of the population 25 years+ (2015 – 2019) was 88.1%. Those with a Bachelor's degree or higher, the percent of persons age 25 years + (2015 – 2019) was 20.0% (United States Census Bureau, 2021).

In 2019, the median household income was $46,491. The per capita income reported in the last 12 months, for 2015 – 2019 was $25,880(United States Census Bureau, 2021). According to US Census Data (2021), in 2019, there were 19.7% of Klamath County families living in poverty. These rates may be higher due to the current inflation rate.

The November, 2021 Employment and Unemployment release from the State of Oregon Employment Department (2021) reported that in Klamath County the seasonally adjusted unemployment rate for November 2021 was 6.0 % – down from the reported 7.2% in June 2021. (State of Oregon Employment Department, 2021)

1D. DESCRIBE DEPARTMENT RESOURCES INCLUDING USAGE METRICS.

The Tutoring Center is located in Building 9, Room 9206.   It is comprised of a reception/ student check in area, a main study area and a quit room. The reception/ student check in area consists of a desk, an administrative computer, a telephone, file cabinets and a storage locker for supplies.

The main study area contains eight study tables. Each table can accommodate four people. There are seven student use computers, two glass boards, one white board, one smartboard, a bulletin board, a printer, staplers, tape dispenser, a paper cutter and a hole puncher.

The quiet room contains one study table that can accommodate four people. There is also one student use computer and two glass boards.

Tables and Charts – Usage Metrics

Year	# Of tutoring sessions per year
2018	5,139
2019	6,184
2020*	1,286
2021*	1,944

*2020/21 totals affected by Covid-19

Sample metrics by general subject areas:

Fall Term 2018	Winter Term 2019

Tutoring Center Users	
Accounting/Business/Computers	97
Math/Nursing/Science	991
Literature/Speech/Writing	107
Other	88
Total	**1283**

Tutoring Center Users	
Accounting/Business/Computers	280
Math/Nursing/Science	1396
Literature/Speech/Writing	233
Other	79
Total	**1988**

Term Comparison Fall 2018 & Winter 2019
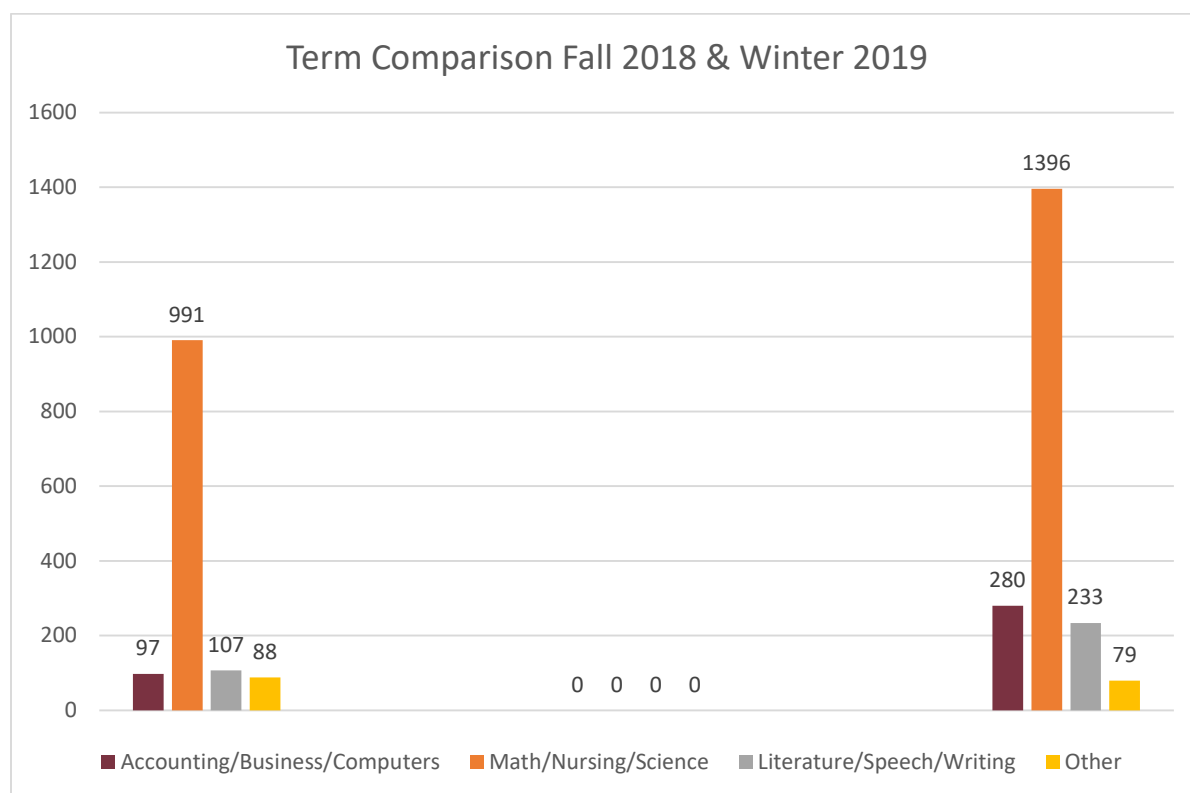
Raw Statistic Collection Example:

Tutor Session Log	Fall 2021							
Registered Name	**Student ID**	**Tutor Name**	**Date**	**Time In**	**Time out**	**Subject /Class**	**Total Time In**	**Trio**
		George	9/27/2021	10:40 AM	10:55 AM	BUS 211	0:15	
		George	9/27/2021	10:45 AM	10:55 AM	CGS 100	0:10	
		Catherine	9/27/2021	10:50 AM	11:15 AM	BIO 231	0:25	Yes
		Catherine	9/27/2021	11:15 AM	11:25 AM	MTH 112	0:10	Yes
		Angela	9/28/2021	10:20 AM	11:00 AM	WRI 122	0:40	Yes
		Angela	9/28/2021	2:00 PM	3:00 PM	WRI 122	1:00	Yes
		George	9/28/2021	3:00 PM	3:15 PM	MTH 111	0:15	

2. DEPARTMENT MISSION/GOALS AND LINK TO STRATEGIC PLAN

2A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

Goal 1. Accommodate students

This goal has been met since the last review. Free tutoring is available 24/7 for KCC students, face to face, online and after hours.

Goal 2A. Ensure highest-quality tutoring assistance

This goal has been met since the last review. The tutoring Center has been professionalized. Tutors must have degrees, certifications or other training in or related to the subjects with which they provide supplemental instruction.

2B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

☒Yes
☐No

3. PERSONNEL SUMMARY

3A. PROVIDE AN ORGANIZATIONAL CHART OF THE DEPARTMENT.

```
                    Vice President
                      Academic
                       Affairs
                          |
                     LRC Director
         _____|_____
        |                 |                 |
     Library        Testing Center   Tutoring Center
                                            |
     _____
    |           |            |              |               |
Tutor (.75)  Tutor (.75)  Tutor (.75)   Tutor (.75)    Tutor (.75)
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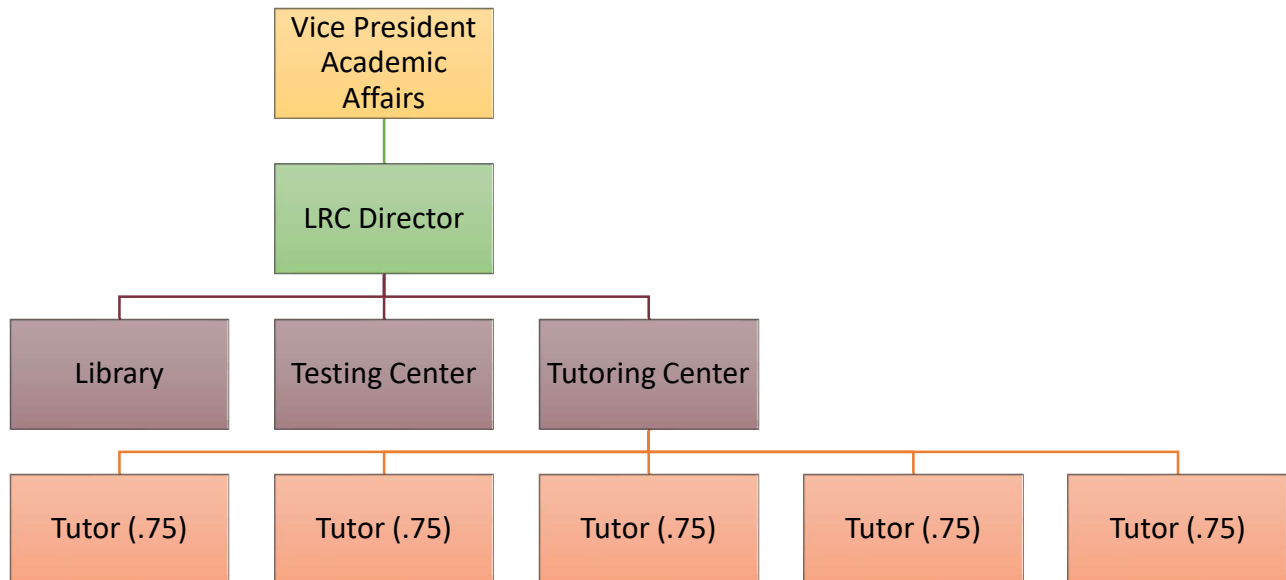
3B. ARE CURRENT MANAGEMENT AND STAFF ADEQUATE TO PERFORM FUNCTIONS AND RESPONSIBILITIES SATISFACTORILY TO ACHIEVE DEPARTMENT GOALS? EXPLAIN THE JOB FUNCTIONS OF EACH POSITION.

☐Yes
☐No
☒Somewhat

The Tutoring Center is highly efficient and well organized. Each tutor is cross trained in multiple disciplines. However, the department would benefit from making one of the .75 tutors into a full-time Lead Tutor and hiring two additional part-time tutors (.50).

There are currently five .75 tutors. Their responsibilities and job functions consist of the following:
- Provide students with supplemental instruction of content previously covered in the classroom;
- Provide students with problem solving and time management strategies;
- Provide students with study resources and concepts i.e. principles, formulas, formats;
- Provide students with software and hardware instruction necessary for assignments;

- Identify and record common problem areas for the purpose of developing support services and reference materials;
- Meet regularly with supervisor and subject area faculty;
- Contribute to a welcoming and productive learning environment that provides consistent quality instruction and supports the overall academic and personal growth and development of students;
- Adhere to Family Educational Rights and Privacy Act (FERPA) regulations;
- Follow and enforce all KCC policies and procedures.

3C. DESCRIBE ORGANIZATIONAL CHANGES THAT WILL IMPROVE DEPARTMENT PERFORMANCE, PROVIDE TIMELINESS FOR THE ACHIEVEMENT OF SUCH CHANGES, AND DESCRIBE MEASURES THAT WILL ASSESS THE EFFECTIVENESS OF SUCH CHANGES.

The department would benefit from making one of the .75 tutors into a full-time Lead Tutor and hiring two additional part-time tutors (.50). The lead tutor position will be finalized within Winter term 2022. The two (.50) part-time tutors are projected to be in place by Spring term 2022.

Lead Tutor: The lead tutor would provide students and tutors a first point of contact for questions, comments and/or issues that may arise. The lead tutor would be responsible for tutor onboarding, recording and reporting continuing education efforts, scheduling, statistic collection, surveys, telephone calls, emails and equipment procurement. The lead tutor along with the librarian and testing center coordinator would work with the LRC Director to ensure the Department was adequately planning to meet the future needs of KCC stakeholders.

(.50) Tutors: The two additional part-time tutors would help ensure there was adequate tutoring coverage during hours of operation. It has been determined that the additional part-time tutors would help with the increased work load experienced in the weeks surrounding midterms and leading into finals. Their presence would also help provide adequate tutoring coverage during breaks, lunches and unexpected and/or planned tutoring absences.

The measures used to assess the effectiveness of these changes will be the statistics that show student success in their enrolled courses.

4. STAFF DEVELOPMENT

4A. DESCRIBE SPECIFIC PROFESSIONAL DEVELOPMENT ACTIVITIES IN WHICH DEPARTMENT MEMBERS PARTICIPATE, AND EXPLAIN HOW SUCH ACTIVITIES BENEFIT OR ENHANCE THE DEPARTMENT.

The tutoring staff hold degrees and experience that contribute to their being able to provide quality instruction to students. Further, the professional development activities that each member participates in, contributes to their ability to update and maintain their subject knowledge. The professional development activities also contribute in staying current with pedagogical and andragogical changes and best practices.

Ongoing training offered by Klamath Community College:
- First Aid, CPR and AED
- Chemical Spills
- Coronavirus Awareness and Health emergencies
- Child Abuse: Mandatory Reporting (Oregon)
- FERPA
- Hazard Communication
- Bloodborne Pathogen Exposure Prevention
- Fire Extinguisher Safety
- Safety Data Sheets
- Title IX and Sexual Misconduct
- Equipment and software training (Zoom and Smartboards)

Other Continuing Education:
- Math Courses
- Writing Courses
- Economic Courses
- Diversity Training

Degrees and Certificates

Catherine Collins	BS Vascular Ultrasound, MBA Organizational Leadership
Deidre Crowell	BS Mechanical Engineering
Randy Linebarger	BS Physics, MS Engineering
George McKillop	AA Business/Accounting
Angela Thierolf	BS Population Health Management, M.Ed. Instructional Design

Testing Center Training Checklist

Training checklist must have trainer and trainee initials including date of completion next to topic covered.

DATE	TOPIC	TRAINER'S INITIALS	EMPLOYEE'S INITIALS
	Reviewed Employee Training Manual		
	Reviewed Tutoring Center information on KCC Website		
	Oriented to worksite (restrooms, admissions desk, testing room, check-in, office supplies, first aid supplies and AED locations, mailroom, breakroom, and phone system)		
	Reviewed Student sign in process		
	Completed Onboarding and Background check with HR		
	Completed IS Computer Training		
	Introduced to Tutoring Center Staff and LRC Personnel		
	CANVAS Training		

4B. DESCRIBE AREAS OF UNMET PROFESSIONAL DEVELOPMENT NEEDS AMONG PERSONNEL IN THIS DEPARTMENT AND OUTLINE PLANS TO ADDRESS THOSE NEEDS.

In order to better serve our students, it is recommended that tutors take Spanish language courses (online). This will be an item added to our budget.

5. FACILITIES AND EQUIPMENT

5A. ARE CURRENT FACILITIES, SUCH AS CLASSROOMS, OFFICES AND EQUIPMENT, ADEQUATE TO SUPPORT THE DEPARTMENT? EXPLAIN.

☐Yes
☐No
☒Somewhat

There is a need for an electronic check-in system. This will help increase the efficiency and consistency of statistic collection. This will be an item added to our budget. There is also a need for each tutor to be assigned a Zoom capable laptop. This eliminates the need for tutors to use their personal equipment. The laptops have been purchased with CARES funds. The maintenance of the laptops will be an item added to our budget.

5B. IS AVAILABLE EQUIPMENT ADEQUATE TO SUPPORT THE DEPARTMENT? EXPLAIN.

☐Yes
☐No
☒Somewhat

As previously stated, most of the equipment is adequate to support the tutoring center. However, an electronic check-in system and laptops will benefit the department.

5C. DESCRIBE PLANS FOR FUTURE CHANGES IN SUPPORT FACILITIES OR EQUIPMENT.

Feedback from surveys and statistics as well as all staff meetings each term are used to determine facility and equipment needs. The needs fluctuate and are met as needed.

6. BUDGET

6A. PROVIDE A FINANCIAL REPORT. EXPLAIN DEVIATIONS FROM BUDGET EXCEEDING 10% OF ANY LINE ITEM.

KLAMATH COMMUNITY COLLEGE DISTRICT
Fiscal Year 2021-2022
2002 - Learning Resources Center

Acct#	Account Description	Proposed Amount	Approved Amount	Adopted Amount
6600	Administrative Salaries	112,637	112,637	112,637
6700	Full Time Support Staff	0	0	0
6800	Part Time Support Staff	146,000	146,000	146,000
6900	Student Wages	0	0	0
1	FICA	19,786	19,786	19,786
2	Worker's Compensation	255	255	255
3	Unemployment	2,586	2,586	2,586
4	PERS	43,832	43,832	43,832
5	Life Insurance	222	222	222
6	Accident/Disability Insurance	108	108	108
7	Health Insurance	70,800	70,800	70,800
	Total Personnel Services	**396,227**	**396,227**	**396,227**
7050	Supplies	2,500	2,500	2,500
7060	Books	15,000	15,000	15,000
7061	Multi-media	500	500	500
7100	Printing	100	100	100
7150	Marketing	1,000	1,000	1,000
7240	Travel	500	500	500
7250	Training & Continuing Education	500	500	500
7350	Dues / Memberships	5,513	5,513	5,513
7360	Subscriptions	66,150	66,150	66,150
7400	Contracted Services	10,000	10,000	10,000
7925	Tools & Equipment < $5,000	0	0	0
7935	Software < $5,000	250	250	250
7940	Furniture < $5,000	500	500	500
	Total Materials & Services	**102,513**	**102,513**	**102,513**
8000	Equipment	2,500	2,500	2,500
	Total Capital Outlay	**2,500**	**2,500**	**2,500**
	Total Expenditures	**501,240**	**501,240**	**501,240**

Contracted Services was $3,610 over budget. However, the LRC was $53,713 under budget

6D. DESCRIBE BUDGETARY CHALLENGES.

Not Applicable

7. CONCLUSION

7A. DESCRIBE DEPARTMENT STRENGTHS.

The tutoring center strengths lies with its highly trained and experienced personnel. Each tutor is crossed trained in order to competently provide instruction in multiple disciplines. The tutors are flexible and can recognize when modalities need to be adjusted in order successfully assist students. The tutors also create a welcoming environment without judgement or favoritism. Another strength is the lower turnover rate since the tutoring center changed from "term to term" employment, to permanent part-time status.

7B. DESCRIBE DEPARTMENT WEAKNESSES.

The tutoring center weaknesses are the lack of bilingual tutors and the time it takes to recruit new personnel who meet the degree requirements and have teaching experience.

7C. DESCRIBE SUPPORT NEEDED.

As stated in 3.C, creating a full-time lead tutor and hiring additional .50 tutors would increase efficiencies in the Tutoring Center. As stated in 5.A, purchasing an electronic check-in system and purchasing laptops for the tutors. This would increase statistical efficiency and consistency and the department wouldn't have to rely on a tutor's personal equipment to provide services to the students.

7D. OUTLINE NEW GOALS INCLUDING TIMELINESS FOR COMPLETION, MEASURES FOR EVALUATING ACHIEVEMENT OF SUCH GOALS, AND A PROCESS FOR IMPLEMENTING IMPROVEMENTS.

- Hire bilingual tutors as positions need to be filled. This is an ongoing process.
- Create a full-time lead tutor by the end of Winter term 2022. This is currently being implemented.
- Procure laptops that are Zoom capable for each tutor. This is currently being implemented.
- Procure an electronic check-in station by the end of Spring term 2022.

The effectiveness of these goals will be measured and assessed through statistics that student/tutor interactions, student success in their courses, surveys and departmental meetings each term where we will reflect on what worked and didn't work, then plan accordingly.

8. APPENDICES

No Appendices.

9. NON-INSTRUCTIONAL DEPARTMENT REVIEW RUBRIC

	Highly Developed	Developed	Emerging	Initial
1—Support of the College Mission	Exhibits ongoing and systematic evidence of mission achievement.	Exhibits evidence that planning guides program and services selection that supports the College's mission.	Evidence that planning intermittently informs some selection of services to support the College's mission.	Minimal evidence that plans inform selection the of services to support the College's mission.
2—Accomplishments in Achieving Goals	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence that planning guides services selection that supports goal achievement.	Evidence that planning intermittently informs some selection of services to support the goal achievement.	Minimal evidence that plans inform selection of services to support goal achievement.
3—Personnel Summary	Employs a sufficient number of qualified personnel to maintain its support and operations functions, and job duties accurately reflect duties, responsibilities and authority of the position.	Employs an adequate number of qualified personnel to maintain its support and operations functions, and job duties accurately reflect the majority of job duties, responsibilities and authority of the position.	Has a plan to employ an adequate number of qualified personnel to maintain its support and operations functions, and job duties accurately reflect the majority of job duties, responsibilities and authority of the position.	Staffing is insufficient to meet needs.
4—Staff Development	Exhibits ongoing and systematic support of professional development opportunities.	Exhibits support of regular professional development opportunities.	Evidence of intermittent professional development opportunities.	Minimal evidence of professional development opportunities.
5—Facilities and Equipment	Facilities and resources meet current and future needs of the College.	Facilities and resources meet current needs of the College	Evidence of a plan to have facilities and resources meet current and	Minimal evidence that facilities and resources meet current and

	Highly Developed	Developed	Emerging	Initial
			future needs of the College.	future needs of the College.
6—Budget	Financial resources meet current needs and are projected to meet future needs.	Financial resources meet current needs.	Evidence of a plan to acquire financial resources to meet current needs.	Minimal evidence that financial resources meet current needs.
7—Strengths and Weaknesses	Strengths and weaknesses are described accurately and thoroughly.	Most strengths and weaknesses are described accurately and thoroughly.	Some strengths and weaknesses are described accurately and thoroughly.	Minimal evidence that strengths and weaknesses are described accurately and thoroughly.
8—New Goals and Plan	Multiyear planning process with evidence of use of assessment data in planning.	Multiyear planning process with some assessment data.	Short-term planning process recently implemented.	Minimal evidence of planning process.
9—Overall Evaluation	Evidence of ongoing systematic use of planning in selection of programs and services.	Exhibits evidence that planning guides program and services selection that supports the College.	There is evidence that planning intermittently informs some selection of services to support the College.	Minimal evidence that plans inform selection the of services to support the College.
	Highly Developed	**Developed**	**Emerging**	**Initial**